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APPENDIX 1

Isle of Wight Council Learning and Development Service

ADULT COMMUNITY LEARNING PLAN 2012 - 2013

Contents

1.	CONTEXT	4
1.1.	Scope of Provision	4
1.2.	Trend Data and Service Targets:	5
1.3.	National Drivers	5
1.4.	Local Drivers	7
2.	WHAT?	9
2.1.	Curriculum Content and Delivery	9
2.2.	Progression and Achievement	13
3.	HOW?	14
3.1.	Stakeholder Engagement	14
3.2.	Planning Learning in Local Communities	15
3.3.	Commissioning Community Learning	15
3.4.	Teaching and Learning	16
3.5.	e-Learning	16
3.6.	Promotion of Learning	17
3.7.	Community Learning Champions	17
3.8.	Information, Advice and Guidance	18
3.9.	Finance and Funding	18
3.10.	Equality & Diversity	19
3.11.	Leadership and Management	20
3.12.	Safeguarding	21
3.13.	Risk Management	21
4.	IMPACT	22
5.	APPENDIX	23
5.1.	Funding Agency Performance Management Targets 2012/13	23
5.2.	Targets by Area of Activity	24

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Adult Community Learning forms part of the Learning and Development Service which has a wide remit for learning and workforce development across the Council, schools and private, voluntary and independent sector partners. Adult Community Learning commissions and provides responsive adult learning opportunities for the Isle of Wight; encouraging social, economic, educational and personal progression for individuals and families. This Plan identifies the priorities for adult community learning for 2012-2013. The plan covers funding received from the Skills Funding Agency through the Adult Safeguarded Learning Fund and Adult Skills Budget; and funding from the Isle of Wight Council. Activities are primarily planned to support the Island community, corporate objectives of the IW Council and the priorities of the Skills Funding Agency. The Isle of Wight Council leads the Adult Learning Network for the Island.

1. CONTEXT

The Island is mainly a rural community, covering an area of 147 square miles and with a coastline of 57 miles. The largest towns are Newport, Ryde, Cowes, East Cowes, Sandown and Shanklin. Most of the Island's 140,500 residents (104,000 19+ Adults with 83,800 of working age) (*Source: NOS 2008*) live in these towns in the centre, north and east of the Island. Totland, Yarmouth and Freshwater are the main settlements in the west of the Island with Ventnor being the largest town in the south. Separated from the mainland by the Solent, the Island is connected to the south coast by passenger and vehicle ferries to the ports of Southampton, Portsmouth and Lymington.

The Learning and Development Service is based in Westridge, Ryde where it has training rooms, an ICT suite, basic skills test centre, space for adult learning and carnival arts learning.

The aim of Adult Community Learning is to offer learning opportunities in communities or localities, rather than centred on the capital town. The team work with local people, community stakeholders, schools and community workers and partner agencies to provide courses to meet local need.

1.1. Scope of Provision

The Learning and Development Service is the lead body for commissioning and providing community learning & family learning programmes, primarily for adults aged over 19 on the Isle of Wight. We aim to support adults to access a full range of learning opportunities from enjoyable leisure time activities through to learning which supports community development and social cohesion; building the capacity of individuals, families and communities. The Service actively seeks to build the skills base of individuals and the community to ensure they can support the regeneration necessary for an all year round sustainable, vibrant and viable local economy. The learning programmes contribute to a wide range of outcomes for individuals and the wider community including personal and social, educational attainment, economic regeneration, and improved health and well-being.

In the current economic climate it is vital for the Service to support skills and retraining as well as offering positive activities for those at threat of redundancy. The Island has a large and active voluntary and community sector, with people taking pride in the Island and wanting to contribute to community life. The Service will increasingly strike a balance between direct delivery of targeted programmes and commissioning community partners to deliver Council priorities using the prospectus grant making model.

We aim to widen adult participation in learning through a targeted approach, promoting equality and diversity and improving access to learning for particular under-represented groups and those who have not been engaged in learning for a significant period of time. The Service targets those adults who are in the most deprived communities, who do not have any formal qualifications or who have not reached NVQ level 2, those with disabilities or limiting illnesses, learners with poor mental health, men, older people and families where no parent is working or who live in poor quality housing.

Building on the success of the Family Learning Impact Fund (2008-2011), the Service will prioritise working with vulnerable families in support of the national Strengthening Families model through a range of opportunities including Family English, Maths and Language; financial capability and engagement activities for specific groups of families; while continuing to support the school standards agenda. The Service is a partner in the delivery of the Department of Work and Pensions PROGRESS Programme, which is helping families with multiple problems overcome barriers and gain confidence to progress closer to the labour market.

The Service identifies gaps in provision and develops programme proposals through learner surveys and consultations with the Isle of Wight Adult Learning Network, head teachers and Extended Services managers/Community Development Officers in schools, Team Around the Family panels, museums, libraries & leisure Services, referral systems with mental health teams, family support workers, Job Centre plus and organisations working with vulnerable groups. The Service will work with emerging local and regional bodies such as the Health and Well-being Board and the Local Enterprise Partnership Board through the local Employment and Skills Board.

1.2. Trend Data and Service Targets:

	Achieved 08/09	Achieved 09/10	Achieved 10/11	Planned 11/12
Total learner number	1827	2097	2008	1890
% Male	20.3%	21.6%	18.4%	21%
% Learning Difficulty or Disability	7%	10.9%	10.4%	8%
% Ethnic Group	2.8%	3.6%	10.4%	3.5%
% aged 60+	18.9%	21.7%	19.3%	21%
% Skills for Life Courses	25.7%	24.7%	15.2%	15%

(Learner targets including age, gender, ethnicity and learning difficulty and/or disability are determined to reflect the local demographic.)

The planned numbers for 2012-13 are funded by the Skills Funding Agency (SFA), the Isle of Wight Council and fee income. The planned number target has been reduced for 2011/12 to reflect reduced levels of funding.

1.3. National Drivers

The Comprehensive Spending Review 2010 protected the Adult Safeguarded Learning (ASL) budget until 2014-15. However, the Department for Business, Innovation and Skills (BIS) is undertaking a reform of the further education and skills system which includes plans to reinvigorate the Community Learning Sector. In December 2011 BIS published New Challenges, New Chances: Further Education and Skills Reform Plan. The plan states BIS will continue to fund a universal Community Learning offer, but would like to see the public

subsidy used to support access to learning and progression for people who are disadvantaged and who are the furthest from learning and least likely to participate.

Page 14 of New Challenges, New Chances defines the purpose and objectives for Community Learning using Skills Funding Agency budgets: -

Purpose of Government Supported Community Learning:

- Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.
- maximise the impact of community learning on the social and economic well-being of individuals, families and communities.

Objectives:

- Focus public funding on people who are disadvantaged and least likely to participate, including those living in rural areas and people on low incomes with low skills.
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self organised learning
 - the lives of our most troubled families being turned around.
- Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - bringing together people from all backgrounds, cultures and income groups, including people who can/cannot afford to pay
 - using effective local partnerships to bring together key providers and relevant local agencies and services

- devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
- involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
- supporting the wide use of online information and learning resources minimising overheads, bureaucracy & administration.

In the academic year August 2012 to July 2013 BIS wish to pilot locally-based 'Community Learning Trust' models to channel ASL funding and lead the planning of local provision. These new trusts will take account of the views of local government, local communities and local people to ensure the purpose and objectives for the budget are implemented in a way that meets local need. The Service has applied to be one of these pilots.

1.4. Local Drivers

The structure of the Island economy is changing. Retailing, manufacturing, health, business services and education are now the five largest employment sectors, whereas traditionally the economy was based on tourism, manufacturing and agriculture. Wages continue to be below the national average and we need to generate more, better paid employment opportunities through inward investment and by increasing the competitiveness of existing Island businesses. Average house prices are more than seven times the average wage on the Island. This has helped to create a shortage of smaller, affordable homes. The impact of the current economic climate has far reaching effects; not only on employment levels and wages but on well-being and social interaction. The Skills Funding Agency will continue to contract with providers to support learners without a level 2 qualification and those with basic skills needs. 34% of the Island working age population do not have full level 2 qualifications (Source NOMIS 2010 Mid-Year population estimate).

From a health and well-being point of view, obesity in adults and children is both a national and local concern and an increasingly ageing population means that we have a growing demand on our care, support and health services. 5,950 residents are claiming incapacity benefit from a working age population of 83,800 ((Sources: Department for Works and Pensions Information Directorate / ONS – Local Authority Selected Ages 2010)

Recently the Isle of Wight has undergone a schools' reorganisation and the Service has good working relationships with Schools to identify future opportunities, especially for Family Learning opportunities with families of children at key stage 2.

The range and scope of Family Programmes delivered are influenced not only by Skills Funding Agency guidance but also by national policy developments. The Government's aim of eradicating child poverty by 2020 'can only be achieved with a transformation in the employment and earnings prospects of their parents' (Source – Joseph Rowntree Foundation 2008).

The national strategy for improving adult literacy and numeracy skills, Skills for Communities states that 'Family English, Maths and Language programmes, involving parents and children, have proved a particularly effective way of helping parents and carers to improve their own skills and give their children a good start.'

The IW Council Corporate Plan 2011-13

The Adult Community Learning Service supports a number of the key Council priorities including raising educational standards, supporting older and vulnerable residents, regeneration and the economy and delivery of services as effectively and efficiently as possible.

The Isle of Wight Council's vision is to see high quality public services provided cost effectively to the local taxpayer and in doing so, improve the quality of life enjoyed by all Island residents, now and in the future. The local authority does not see itself as the sole provider of such services and recognises that its role is increasingly moving to one of being a commissioner and enabler of much of this provision and providing strong community leadership. The Adult Community Learning Service strikes a balance between directly delivered services, such as its specialist family learning curriculum and ensuring there is a universal, accessible community learning curriculum; and commissioned services, working with partner agencies to target resources through a commissioning prospectus with grass route organisations working with vulnerable adults. The Council actively pursues opportunities created by partnerships to commission or deliver services, particularly those that engage local communities and use available resources in a more coherent and efficient way.

A Health and Well-being Board is being developed to provide a forum for strategic leadership on services that relate to health and well-being outcomes for people.

2. WHAT?

2.1. Curriculum Content and Delivery

Following the challenges of the comprehensive spending review in 2010 and the Department of Business, Innovation and Skills (BIS) proposals for the reinvigoration and reform of adult safeguarded learning, the service has reviewed its curriculum model. Adult Community Learning funding will have new flexibilities from August 2012. Instead of five funding streams, the service will receive the Adult Safeguarded Learning fund and the Adult Skills Budget. The Adult Skills Budget has the potential for the service to deliver a much wider range of accredited unit-based courses to support the economic prospects of individuals and communities.

The independent report '*The Inquiry into the Future of Lifelong Learning*' (Tom Shuller, David Watson 2009) put forward a comprehensive vision for the future of lifelong learning. Many of the concepts put forward by Shuller and Watson have influenced thinking and BIS policy over the past two years. In particular, the inquiry proposes a citizens' curriculum based around capabilities of Civic, Health and Well-being, Digital and Economic.

We will broadly plan our curriculum around the themes of:-

- 2.1.1. Digital Inclusion
- 2.1.2. Economic Well-being
- 2.1.3. Civic Engagement
- 2.1.4. Health and Well-being
- 2.1.5. Family Learning

Digital Inclusion. According to Race Online, the Government campaign for digital inclusion, there is still a wide digital divide in households across the UK. There are a third of households without internet access or the skills required to use computers and access services. Information and communications technology has become embedded within daily life; from shopping, applying for a job, accessing benefits, making a complaint to socialising and listening to music.

The Service is a UK Online Centre offering the 'Online Basics' course through our tutors and partner providers to give people the basic skills needed to use the internet. Progression is provided by 10 week beginner level courses and accredited courses up to Level 2 (ITQ). The ITQ is a valuable qualification that will support job seekers in a world where ICT is increasingly seen as an basic skill.

Economic Well-being. The Service continues to support programmes that encourage disadvantaged adults to enjoy learning and to improve their job skills. The government supports the aim for every adult to achieve training and qualifications up to level 3 (A level equivalent). Community learning programmes in disadvantaged communities such as Newport East, Ryde East & Ventnor wards focus on skills such as ICT, English, Maths, personal motivation, confidence building, team working and employability skills. Progression pathways are provided through the Service or through partnerships to enable adults to gain skills for life qualifications at entry level, level 1 and level 2.

Additionally, the Service provides employability skills courses which support adults to identify their personal strengths, skills and areas of interest to build a CV. Job search skills, applying for a job and how to succeed at interviews are also integrated. Progression routes are available within the IW College, who have funding to provide qualifications to support people into work or to develop a career, and other work-based learning providers who can offer sector routeways to employment especially through apprenticeships.

Civic Engagement includes building the confidence and skills of adults to contribute to their local community and be involved in community life, to influence decision making and to understand their own culture and those of others.

The Service delivers learning opportunities in all curriculum areas in towns all across the Island to ensure that learning is easily accessible and to promote progression to local activities, clubs and societies as well as to more formal learning.

The Service values the role of the voluntary sector and encourages learners to consider volunteering as a way of gaining valuable work experience and contributing to society. Through the wider remit of the Learning and Development Service we will promote volunteering opportunities such as parent governors for adults who have completed family learning programmes. The Service has also established a voluntary role of Community Learning Champion and has recruited over 100 during 2011/12. Champions are often past learners who are enthusiastic and who want to share their excitement about learning with friends, neighbours and encourage people right across their communities.

Some learning opportunities have used carnival as a subject to enthuse people in British traditions and to experience other world cultures. Learning costume building skills, performing in, or watching, a local carnival promotes equal opportunities and enjoyment of diverse communities. The Service will continue to support community carnival groups through the Community Learning Centre.

The Service also provides some English conversation classes for adults whose first language is not English. ESOL (English for Speakers of Other Languages) qualifications are no longer government funded, but there is the opportunity to progress to qualifications courses at the Further Education College at full cost.

Health and Well-being has traditionally been delivered in course subject areas for personal interest, leisure time hobbies or cultural fulfilment. These courses have proven benefits on physical and mental health and well-being for adults of all ages and abilities.

The Service has a pool of sessional tutors who will be delivering taster courses in a range of subjects all across the Island. These tasters are intended as engagement activities with the intention for learners to progress to further education, join a club or develop a hobby. To support progression, the Service will provide information, advice and guidance about opportunities with other providers, clubs or through full cost courses provided in house. Due to economic pressures, spending on this provision has been reduced to £50,000 per annum. These courses charge a fee and it is anticipated that income will meet 50% of delivery costs, the remainder funded by the Skills Funding Agency (SFA).

Additionally the Service works with small groups, voluntary organisations and charities who wish to commission bespoke learning opportunities for their clients. Using SFA funding we will match fund opportunities using our tutor base and broker through partnership networks to provide targeted courses to support to the most vulnerable in our community.

Where community workers exist in schools they are significant partners in planning the community learning and family learning curriculum offer in their community.

A significant part of the delivery of the digital, economic, civic and health and well-being curriculum will be commissioned through the prospectus commissioning framework.

Family Learning

Family Learning is taken to mean any planned activity in which adults and children come together to work and learn collaboratively. (*Ofsted*)

In its broadest sense it refers to activities undertaken by parents/adults/carers, which are planned, purposeful and progressive. They are designed to enhance both adult and child learning in traditional educational settings and also other community venues. It may involve learning about roles, relationships and responsibilities including parenting education. In this sense Family Learning has a strong association with the concept of active citizenship.

Central to Family Learning are the key agendas of raising achievement in the local community, improving attitudes to learning and offering accreditation to parents in their locale. Parental involvement in a child's learning is more powerful than family background, size of family or level of parental education and, in the primary years, has more impact on attainment than the school itself.

The extended schools agenda has ensured that many more opportunities are available for local communities in schools and the Service supports many such centres and community rooms in schools to provide facilities for parents and their children to learn together and/or separately, to be centres for information about family life and education in its broadest sense, to encourage parents to take an active role in their child's education both in pre-school, school, and at home and to enable school/care setting, home and child to be partners in education.

There are two distinct areas of work: Wider Family Learning which aims to bring families together in a learning experience for a wide range of outcomes both learner and provider driven and Family English, Maths and Language (FEML) programmes which aim to raise achievement within families.

Family English, Maths and Language Programmes

Schools and Children's Centres are invited to host programmes taking into account context, assessment results, recommendation of schools based community workers, and specific requests from staff and head teachers.

All families are invited to attend introductory taster sessions or workshops but in addition families are targeted by the venue staff based on knowledge of intergenerational lack of basic skills.

All venues involved in the delivery of the Family Learning Programmes are supported to develop family learning within their development plans. The Family Learning Teachers attend staff & governors meetings to inform planning and future development of family learning within the venue. It is recommended that venues appoint a Governor and /or lead member of staff to oversee family learning to ensure the learning needs of families are addressed.

Parents complete initial learning assessments and self assessments regarding involvement in their children's learning. This identifies starting points for learning and informs the setting of the learners own learning outcomes on individual learning plans.

Attendance, retention and course content and methodology are recorded and this data is presented in an annual report to schools and the local authority.

The curriculum is responsive to local and national need based on staff expertise and SFA guidance and from September 2012 will be mapped to the functional skills curriculum.

Sessions for adults on supporting their child's learning are embedded with adult basic skills. Joint sessions with children are mapped to both Adult Curriculum and the National Curriculum key stage level, as appropriate. Sessions involve making resources to support children's learning, evaluating educational resources and developing attitudes and behaviors, which support the learning process.

Wider Family Learning

Many innovative courses and workshops have been developed involving an extensive curriculum for families covering health, local history and community matters. Whilst the majority of family learning work takes place in schools, a considerable variety of learning activities are also provided through libraries, museums and other cultural services.

Sessions in wider family learning are not necessarily designed to address the basic skills needs of the adult, but in a mainly targeted service such as ours, they are used to engage people to return to learning. As such this curriculum tends to be more learner led. Opportunities are offered for adults to learn about how their children learn, to engage in learning alongside their children or to develop their own skills to better support their families.

End of course outcome based evaluations together with teacher assessments of children are recorded with an annual report presented to Governors, community leaders and Schools and Learning Division. Feedback from participants is recorded and used to develop the content of future workshops. Evaluations are completed and photographic/video evidence is collected where appropriate.

2.2. Progression and Achievement

The Adult Community Learning curriculum is delivered through a broad range of mainly non-accredited learning opportunities, engagement programmes with progression pathways within the Service to formal accredited learning and progression to partner organisations and informal learning opportunities. Increasingly, we are working towards removing the subsidy from leisure and personal development type courses by either offering progression on a full cost basis or signposting to appropriate opportunities in the community. We actively encourage development of accredited programmes, where appropriate, with our NCFE Investors in Quality licence which enables the Service to accredit its own programmes through an internal panel. We are an approved centre for NCFE, Open College Network and City and Guilds. Increasingly we find accredited progression opportunities are a significant motivational force for some learners. There has been a marked increase in the number of accredited learning outcomes which includes basic skills.

Adult learners can progress into employment through work experience and employability programmes. Learners are encouraged to find out about voluntary positions in their local communities including parent governor roles, Community Learning Champions and community arts clubs. Adults on family learning programmes have used portfolio evidence on successful job interviews for work in schools or childcare settings. For those learners who wish to progress further there are the opportunities to participate in open days at the Isle of Wight College and with other providers.

Recognition in Family Learning programmes is given to both accredited and non-accredited gains made by families involved in workshops, short courses and standard programmes. Increased self-confidence in the abilities of both adults and children is a key outcome in these programmes. Involvement in community life, better working relationships with teachers and schools, increased knowledge of how best to support their children and health benefits in terms of advice and guidance on where to access support services can all be benefits of Family Learning Programmes. Additional benefits to children and schools can include increased attendance, improved behaviour and punctuality. The Service seeks views of parents and setting staff on outcomes achieved by families.

Children taking part with their parents/carers are awarded certificates of achievement to encourage their learning. Presentations of work and recognition of achievement take place at school assemblies and awards ceremonies where key stakeholders, elected members, Council managers and school staff are invited to acknowledge the effort and achievement of the families undertaking Family Learning programmes. Parents/carers achieve basic skills qualifications to improve their employment prospects and we have evidence of many learners who have progressed into employment as a result of qualifications gained on programmes.

3. HOW?

3.1. Stakeholder Engagement

During the 2012/13 academic year, the Service plans to pilot a Community Learning Trust model. The SFA will be inviting 15 local authorities from across the Country to design and trial pilot schemes with the aim that local provision is more responsive and based on evidence of need, is more efficient and effectively works with a broad range of stakeholders.

We have identified key stakeholders as: -

Government Agencies – Primarily BIS and SFA who provide the grant funding for this area of work – additionally Ofsted who inspect the Service to ensure we provide good quality teaching and learning and standards of learner achievement.

Isle of Wight Council – through its staff and tutors - through its community leadership role and strategic priorities identified in the Corporate Plan 2011-13 – through the Joint Strategic Needs Assessment (JSNA) which identifies needs of the local population.

Health and Well-being Board – health and wellbeing boards will be a forum for key leaders, council officers, elected members and health commissioners to work together to improve the health and wellbeing of their local population, provide access to healthcare at the right time in the right place, and reduce health inequalities.

Employment and Skills Board – a collaboration of public and private stakeholders committed to transforming the local economy by anticipating and satisfying the employment and skills needs of employers and retaining the talents of people to work within their local economy.

IW Adult Learning Network – a network of learning providers (Including the Further Education College), funded partner agencies and informal community learning organisations who meet termly, communicate by email and social networking in order to share experiences and opportunities, learning needs and opportunities for joint working.

Community Learning Champions – enthusiastic members of the community, which can include tutors and professionals, working in the learning and skills sector who are passionate about their previous learning experiences and wish to encourage others to participate. 'Champion' is a voluntary role, with tasks ranging from identifying areas of need, researching progressions routes, helping to organise community events or self-organised learning such as clubs. We are pleased to be supported by the Lead Member and the Chief Executive of the Isle of Wight Council who have enrolled as champions. Champions are supported by the Service through network meetings and are offered training, including some accredited opportunities.

Wider Isle of Wight Community – any adult aged 19+ including those who have previously participated in community learning. Using social media and surveys throughout the year we will ensure all adults are able to find out about community learning and influence how government funding is used.

Regional and National Stakeholders – the Service is an active participant in the local and national LEAFA network (Local Education Authorities Forum for the Education of Adults) where a wider perspective and range of experience can be gained from its 180 member organisations and government policy is discussed. At a regional level the local authorities of IW, Portsmouth, Southampton and Hampshire regularly network to share practical advice and professional development.

3.2. Planning Learning in Local Communities

The Service aims to meet various community and stakeholder needs through active networking and consultation and use of learner feedback and evaluation.

We aim to identify outcomes through locality planning and multi-agency working supporting schools, children's centres, housing associations, voluntary and community groups. Once outcomes are identified either the team delivers bespoke learning programmes, commissions a range of appropriate providers through the annual commissioning prospectus, or signposts to formal and informal opportunities provided by partners and stakeholders.

The Service has in the past supported learning opportunities in more than 100 locations across the Island. We intend to consolidate provision and focus on key venues in localities making best use of familiar, accessible, risk assessed, local venues to encourage and widen participation. These venues will include schools and Children's Centres, youth and community centres, leisure centres, libraries, museums and village halls in addition to the provision offered at the local college and the Community Learning Centre.

The Adult Learning Network enables partners to exchange knowledge and information to make a broad and coherent learning and progression offer to residents on the Isle of Wight. It seeks to ensure that learners gain knowledge and skills to enhance their own lives, their families and the communities they live in and to support economic and social regeneration on the island.

The network encourages sharing of best practice, developing capacity within Voluntary and Community Organisations, sharing training opportunities, and ensures a co-ordinated approach to joint funding and delivery opportunities including Adult Learners' Week (including Cultural Diversity Weekend & Learning at Work Day), Family Learning Festival and Get Online Week.

3.3. Commissioning Community Learning

The Isle of Wight Council does not see itself as the sole provider of services and recognises that its role is increasingly moving to one of being a commissioner and enabler of services through strong community leadership. Using the Prospectus Commissioning process the Service will seek to work with voluntary sector organisations and small businesses who are working at the heart of their communities, work with disadvantage adults or provide specialist provision that is not delivered by the IW Council team.

A kitemark tool has been created, 'Learn with Confidence' which will be used to brand organisations as providers of good quality adult learning based around Ofsted common

inspection framework standards. The kitemark is a work in progress and will be used this year as a pre-qualification for prospective applicants to the Commissioning Prospectus. The tool will identify whether individuals or organisations are ready to meet the requirements of delivering services on our behalf. If they are not currently ready, the Service will work to build capacity and skills, or will work with the organisation to help influence and shape learning provision the Isle of Wight Council.

3.4. Teaching and Learning

We employ qualified teachers to deliver family programmes, and a full time tutor to deliver key skills in ICT. We employ a number of zero hour contracted tutors, and commission external learning providers which enables the Service to be responsive with delivery of provision. We currently have a number of staff who are qualified to level 5 in literacy and numeracy, supporting the basic skills programmes.

Staff have been trained to observe teaching and learning to ensure quality of delivery. All staff are observed on a two year cycle if they retain a grade 2 'Good' or above at observation. If they fall below this into grade 4 'Satisfactory' they are observed more frequently and given support to improve. If any tutors are deemed 'Unsatisfactory' at observation, they will be observed at the next opportunity and be appointed a peer mentor. Through lesson observation and course review processes the Service identifies priority areas for continuous professional development. These include assessment, Information, Advice and Guidance, assessor and verifier awards, IT qualifications, health and safety and equality awareness

The Service's tutor handbook contains examples of systems for Recognising and Recording Progress and Achievement of adults including initial, formative and summative assessment, sample individual learning plans, course review process, learner diaries, records of work, learner evaluations, tutor course reviews and group achievement records. We have developed the use of our online learning platform (MOODLE) to encourage tutors to share ideas and systems and to discuss their experiences in different learning contexts thus building on and sharing best practice.

3.5. e-Learning

The Service has a strong vision for e-learning which fits neatly with our overall aims and objectives: -

"To enthuse, enrich and inspire learners who participate in Adult Community Learning opportunities by using e-learning resources to improve the skills, knowledge and enjoyment of adults, families, employees and the wider community".

We have a web-based VLE support to encourage learners to participate in online discussions, share materials or to catch up with homework to refresh and reinforce learning. We seek to expand the learning resources available online to target adults who cannot attend family learning classes in the day for example or to support informal learning opportunities.

Staff nominated as e-guides are an integral part of ongoing staff development training programmes; focusing on providing tutors with the tools, equipment and resources to embrace e-Learning. A partnership with Portsmouth City Council has recently undertaken a

pilot project with the Learning and Skills Improvement Service to re-purpose NLN (National Learning Network) e-learning resources, evaluate current fitness for purpose and produce guidelines on how to re-purpose materials which will be shared nationally.

3.6. Promotion of Learning

We aim to promote learning opportunities through a combination of printed material, through the internet and through display stands at community events and learning fairs. Increasingly we aim to make use of web marketing, e-mail newsletter, community websites, the virtual learning environment and social networks to advertise community learning programmes, but are also aware that the digital divide may prevent the message reaching target learner groups and the most vulnerable in our community.

Each term we will publish details of courses in local publications such as the Isle of Wight County Press and through community newsletters. Other printed material will include poster campaigns for bespoke courses in venues and partner organisations.

The Service supports a calendar of events throughout the Autumn, Spring and Summer terms including: -

- Sign Up Now Campaign (September)
- Family Learning Festival (October)
- Get Online Week (October)
- Adult Learners' Week (May)
- Learning at Work Day (May)
- Cultural Diversity Day (May)
- Spring Online (May)

Additionally, the Service attends community events such as the community action network, hosts learning fairs, coffee mornings and taster workshops and co-ordinates national campaigns through the Adult Learning Network. The Adult Learning Network also hosts a shared Facebook presence promoting all adult learning opportunities across the Island.

3.7. Community Learning Champions

Community Learning Champions are enthusiasts who want to share their excitement about learning with friends, neighbours and people right across their communities. A national programme funded by BIS (Department for Business, Innovation and Skills) from 2009-2011 has shown how lives are changed when learning champions are given the resources to flex their creative talents, backed by effective support and training. The results speak for themselves - more people getting involved in learning, more parents raising their sights and those of their children, more people shaking off the damaging effects of depression and drug abuse, more people getting into work and more people getting involved in making their community a better place.

We have a history of using learning advocates and have established a Community Learning Champions programme on the Isle of Wight. This has been made possible through project funding from SFA over the past 12 months, resulting in over 100 volunteers working to promote adult education and informal learning on behalf of the Adult Learning Network.

3.8. Information, Advice and Guidance

The provision of information advice and guidance is crucial to the development of learning that meets community needs. The Service holds Matrix Quality Standard (November 2011) for the provision of Information, Advice and Guidance. A qualified IAG officer is available before, during and after programmes to give information and advice to learners and tutors about other providers course offer and progression information or refer learners to Next Step careers advice.

It is the policy of the Service that all actual and potential learners on courses are offered comprehensive high quality information and advice, where learner needs are at the centre of process. This will allow the learners to make the appropriate choices and the Service to target resources appropriately. Where a learner requires in depth guidance they will be referred to adult information advice and guidance through the National Careers Service for England.

Information Advice and Guidance (IAG) for tutors is supported via the MOODLE online learning platform to enable tutors to identify progression routes and provide specific information and advice. The Service also offers NCFE Level 2 accreditation in the delivery of Information, Advice and Guidance for staff and partners.

3.9. Finance and Funding

This plan is based on the funding allocation advised by the Skills Funding Agency in April 2012. Additionally the plan is supported by IW Council revenue funding and projects.

INCOME

Skills Funding Agency – Adult Safeguarded Learning	264,187
Skills Funding Agency – Adult Skills Budget	55,485
IW Council	172,632
Target course fees	27,000
TOTAL	519,304

EXPENDITURE

Core Infrastructure and Staffing	130,796
Quality Assurance and Data Collection	11,000
Family Learning Programmes	201,724
Commissioning Programmes	50,000
Community Learning Programmes	50,000
ICT Programmes	33,784
Basic Skills Programmes	22,000
Employability Programmes	20,000
TOTAL	519,304

15 local authorities have recently undertaken a benchmarking exercise looking at demographics and value for money. The Isle of Wight is the lowest funded local authority in the group but provides good value; it is second lowest for cost per enrolment.

Fees and Charges

There is an expectation that, where appropriate, learners will make a contribution to the costs of delivering their programme through the payment of course fees. We expect learners who are studying principally for their own pleasure to be contributing approximately 50 percent of the cost to the provider of delivering the course.

The Isle of Wight Council contribution, Skills Funding Agency and other financial support enables the fees to be maintained at a minimum level in order to widen participation and to support social inclusion and social and economic regeneration. The team recognises that some residents may need additional support to access learning and defines the criteria and remission rates which will be supported by the IW Council. Community Learning programmes are charged at a rate equivalent to £3 per hour with a remission of 33% available for eligible learners. Basic Skills and Family Learning programmes are delivered free of charge with learner support available.

From September 2012, those principally pleasure based courses will not be subsidised at intermediate and advance levels. The Council will support continuation courses which can be fully funded by fees and will sign-post learners to progression opportunities with other providers, with informal learning or with clubs and organisations.

3.10. Equality & Diversity

The Isle of Wight Council and the Service are working to achieve compliance with the Equality Act 2010.

The Service is committed to improving access to learning opportunities on the Isle of Wight and welcomes all learners. Within the Island context there are very real barriers preventing access to learning, transport, financial circumstances, childcare, personal confidence and self esteem. We are working with learners and community partners to develop strategies that seek to remove these barriers for the individual.

Most courses are relatively low cost, part-time, offered at a variety of times both weekdays and weekends, at a range of local community venues locations and at times fitting with school hours to ensure transport and childcare barriers are reduced. It is recognised that many factors influence what times are most convenient for people to learn, including seasonal work patterns and low incomes.

All adult learning opportunities are open to learners with disabilities. Support measures include use of interpreters, signers, specialised equipment or provision of a learning assistant. Statements of learner entitlement are given to providers to distribute to all learners. The issue and understanding of the learner entitlement is monitored through the learner satisfaction survey.

Links with the Primary Care Trust mental health team have lead to developments in referrals. Learners are able to attend sessions with a “buddy” if they feel unable to attend alone.

Targets for the number of learners with basic skills needs and with disabilities/learning difficulties continue to be met, or exceeded. The Service has developed an equipment resource bank which includes resources to support the needs of learners with disabilities.

A member of the team has recently completed AMDA (Associate Membership of the British Dyslexia Association) qualification to offer dyslexia screening and support for learners and members of staff of the Isle of Wight Council.

3.11. Leadership and Management

The Service is committed to a culture of continuous improvement, based on the standards of the Excellence Framework and the Ofsted Common Inspection Framework, which covers all aspects of the provision and places the experience and the needs of the learner at the heart of a robust Quality Assurance Framework. Adult Community Learning was inspected by Ofsted in May 2009 and gained an overall grade two (Good). Family Learning received a grade one (outstanding) and is the only family learning Service in the country to achieve two consecutive outstanding grades for programmes.

We recognise best practice at both strategic and operational levels. The annual Best Practice Sharing event informs tutors of new initiatives and offers the opportunity to exchange information and advice.

The Self Assessment Review process examines the reach, scope and quality of programmes using management information, learner feedback and evaluations, tutor course reports, lesson observations, awarding body accreditation reports, partnership surveys, staff workshops and regional and national benchmarking to inform a robust self assessment report submitted to the local Skills Funding Agency annually.

The following key strengths and areas for improvement were identified:

Key Strengths

- Outstanding learner achievement and standards of work
- Good teaching and learning
- Innovative and responsive programmes
- Excellent leadership in developing the Service for local communities
- Good operational management
- Outstanding partnership working resulting in excellent relationships with a wide range of local partners
- Good activities to promote community understanding of cultural diversity

Key Areas for Improvements

- Raise awareness of links between community learning programmes and basic skills
- Improve accuracy of data collection for fee income and employment status to ensure targeted outcomes are reported

- Continue to use new curriculum models and e-learning to engage new learners
- Monitoring and supporting commissioned providers with quality improvement

A Quality Improvement Plan is reviewed and updated on a termly basis to indicate progress made, identifies emerging strengths and weaknesses and to identify changes in priorities.

3.12. Safeguarding

The Service is committed to safeguarding at risk adults and children by ensuring that all tutors and partners are subject to an enhanced CRB and attend training in safeguarding. We seek to help ensure learning environments are safe for vulnerable people; looking at ways to monitor effectiveness, impact and outcomes to drive improvement. This will take place through robust self assessment, outcomes from health and safety data gathering, feedback survey forms and observation reports.

People need to be supported to help them understand the risks they may face, the support structures that are in place to protect them and what they should do if they feel worried. The Service utilises its working links with safeguarding teams within the IW Council who offer advice and protocols for the awareness and identification of abuse of vulnerable adults and children. Tutors also attend introductory training in working with vulnerable adults, child protection and advice and support on staff safety including introduction to the Lone Worker Scheme.

3.13. Risk Management

The Council has a comprehensive risk management strategy included within the annual business planning programme. Service risks are identified in the team plan which are monitored through the JCAD system.

The Service has, in accordance with the strategy, completed the risk assessment template for each of the key risks. Control measures have been identified and are being implemented. Risks with a high risk score are managed corporately and reported within the quarterly performance management reviews. The risks are reviewed at the monthly service board.

Risks	JCAD Ref
Reduction in central funding from DBIS / SFA impacting our ability to deliver effective Adult Community Learning (ACL). DBIS and SFA reinvigoration of ACL leads to reduced funding and/or changes to sub contracting levels which impact on our ability to deliver. Implementation of SFA Minimum Contract Level Policy and Community Learning Trust pilot model leads to IW Council losing direct contract to deliver Community Learning.	CXL0018

4. Impact

The Service leads the IW Adult Learning Network which includes the Further Education College, learning providers from the voluntary sector, small businesses and sole traders. The network meets termly and is consulted on the production of the Adult Community Learning Plan and completes an annual partnership survey to evaluate the effectiveness of partnership working. Schools which host family learning courses are also invited to complete a partnership survey to evaluate how the Service supports the aims of the school.

Through the Adult Learning Network and a network of over 100 Community Learning Champions the Service aims to broker responsive community learning courses identified through local need. During 2012/13 the Service aims to become a pilot area for a 'Community Learning Trust' Model. The government backed model would explore ways of working with people in neighbourhoods, wards and parishes to influence and prioritise community learning needs across the Island. By collaborating with partners we will broker, deliver or commission Community Learning; focusing financial resources on the most disadvantaged whilst ensuring access to a universal community learning offer and informal learning opportunities through clubs and groups.

The Service is keen to share case studies showing personal stories of learners involved in community learning, showing their journey and progression and the impact learning has had on their lives. The Service has achieved national recognition in journals and books and has achieved a number of awards in recent years. Most recently the Isle of Wight won the award for 'Outstanding Contribution to the Local Community' at the 2011 Times Educational Supplement Further Education awards.

The Government is placing increasing emphasis on capturing the social, economic or community value of adult learning. NIACE is supporting this process through exploring methods of capturing the social return on the investment that is made in adult learning and skills, as well as the economic benefits. NIACE has been working with central and local Government to position learning and skills as central to many wider agendas such as health and well-being, anti-poverty and the localism debate. One model, Social Return on Investment (SROI), aims to capture the contribution that learning makes to changing learners' lives, and assessing how activities creates social value for all involved. Another model seeks to quantify the economic value of Community Learning by estimating the monetary savings that participating in activities has on mental and physical health, independent living, supporting education attainment, supporting economic growth, and contributing towards the Big Society through volunteering, for example. This national work into social, economic and community value will form an evidence base to demonstrate the added value of Community Learning to the treasury and help inform future Comprehensive Spending Review decisions.

5. Appendix

5.1. FUNDING AGENCY PERFORMANCE MANAGEMENT TARGETS 2012/13

Performance Indicator	Planned
Total learner numbers for all Community Learning provision	1890
% Male	21%
% With learning difficulties and/or disabilities	8%
% Ethnic group	3.5%
% Aged 60+	21%
New Learners (not in education for past 3 years)	25%
Prior Attainment below NVQ level 2	23%
% Retention	95%
% Achievement	95%
% Success	90%
% Average Attendance	90%
Number of Courses at Time of Day - Day	65%
Number of Courses at Time of Day - Evening	25%
Number of Courses at Time of Day - Weekend	10%

5.2. TARGETS BY AREA OF ACTIVITY

	Target Learners	Target Enrolments
Personal and Community Development Learning	1100	1400
% Male	21%	21%
% Ethnic Group	3.5%	3.5%
% Learning Difficulty or Disability	7%	7%
% Aged 60+	21%	21%
Neighbourhood Learning in Deprived Communities	240	300
% Male	25%	25%
% Ethnic Group	3.5%	3.5%
% Learning Difficulty or Disability	8%	8%
% Aged 60+	25%	25%
Family Learning (Family English, Maths and Language and Wider Family Learning)	450	550
% Male	20%	20%
% Ethnic Group	3.5%	3.5%
% Learning Difficulty or Disability	8%	8%
% Aged 60+	6%	6%
Number of Children Primary	80	80
Number of Children Secondary	20	20
Adult Skills Budget	40	40
% Male	45%	45%
% Ethnic Group	3.5%	3.5%
% Learning Difficulty or Disability	4%	4%
% Aged 60+	10%	10%
Formal First Steps	100	120
% Male	20%	20%
% Ethnic Group	3.5%	3.5%
% Learning Difficulty or Disability	4%	4%
% Aged 60+	10%	10%
No Children Primary	80	80
No Children Secondary	20	20